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ABSTRACT

This bibliography of Child Development Associate (CDA) Program training materials provides an annotated list of currently available learning modules and other related publications. Entries are arranged by date, beginning with recent items, and include title, institution or author name, price, and number of pages. A list of audiovisual materials on the CDA program and information on ordering documents through the ERIC system are appended. (MP)

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position or policy.

Bibliography of CDA Training Materials

An annotated list of currently available
modules and other publications, prepared
by the CDA Resource Center
University of Illinois, Champaign, IL

Fall, 1981

Arrangement:

The publications in this bibliography are arranged by
date, beginning with the most recent items. The
Table of Contents identifies institutions associated with
each publication; a personal author is listed if an
institutional affiliation was not known. A list of audio-
visuals on the CDA program and information on order-
ing publications through the ERIC system are
appended.

Availability:

The publications included in the bibliography are not
available from the CDA Resource Center. They should
be ordered from the publisher or source listed in each
citation. Some of the items are available only through
the ERIC system; for information on ordering these
materials, see the last page of the bibliography.

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Teacher Competencies for Preschool Programs: A Self Study Guide to CDA Assessment. Janice J. Beaty. Available November, 1981. About \$11.00 plus postage and handling. Approx. 150 pages. Order from: Elmira College Bookstore, Elmira, New York 14901.

An illustrated text designed for teachers and aides in preschool programs who want to prepare for the CDA assessment and must do it mainly on their own. The material is presented in fourteen chapters, one for each of the Functional Areas plus one on the final assessment. A Functional Area Checklist helps readers assess their own skills. Chapters give suggestions for becoming competent in each area as well as suggested evidence for the Portfolio, possible interview questions, learning activities, and resources.

Modules for Training Caregivers of Young Children. School of Education, University of Michigan, Ann Arbor. 1980. 15 modules organized into 3 books. Order from: University of Michigan, Attention: Eric Warden, 1111 School of Education Building, Ann Arbor, MI 48109. Also available through the ERIC system in microfiche copy only; ED numbers are listed in the citations below.

A developmental curriculum designed for a series of workshop presentations that can be used in other training situations. Each of the three books in the curriculum includes a number of modules which present training objectives, descriptive and background information, suggestions for presenting the materials, resource articles and follow-up ideas. A brief description of each book is listed below.

What do We Do Today? Planning a Developmental Curriculum. Carol Carter Alexander and Ellen Kotlus, Eds. \$11.50, ED 190 243, 308 p.

Contents of the 7 modules in this book focus on gross motor development, perceptual motor development, woodworking, preschool math and science, cooking, rhythm and music and socio-dramatic play. Included in each of the sets of materials are definitions of terms, forms, and handouts. Most of the modules also include a developmental chart of age appropriate skills and a section on home-made materials.

Teacher, I Don't Feel Well: Meeting Children's Health Needs. Lynn Collins Clarke, Ed., \$6.50, ED 190 244, 117 p.

This book provides 2 modules in the areas of first aid and childhood illness as well as a description of a health policy model.

Feeling Good: Helping Children Grow Emotionally And Socially. Mimi Harris, Ed., \$8.00, ED 190 245, 117 p.

This book deals with areas of helping children grow emotionally and socially. Contents of the 6 modules focus on adult behavior and children's self-concept, feelings and sexuality, activities for social and emotional growth, understanding children's behavior and dealing with aggressive and withdrawn behavior.

Contemporary Developments: Child Care Staff Competencies: Child and Family Studies 4710 K. Lucy Biggs. 1980. \$7.00, 183 p. Available from: University of Tennessee, Division of Continuing Education, Center for Extended Learning, 447 Communications and Extension Bld., Knoxville, TN 37916.

A book to be used by students in an independent study course in conjunction with text books and other resources. The first chapter orients the student to the CDA program, particularly the assessment process and roles of the LAT members.

Subsequent chapters are organized around the 13 Functional Areas. Reading and writing assignments, instructor's commentary, definition of the Functional Area, sample organizers, and extensive charts relating to competency are included in the chapters. The last chapter, which serves as the evaluation for the course, instructs the student to document his or her competence on 13 note cards. A bibliography of references ends the book.

Portfolio Development Workbook. Gerry Rose Weller and Corliss Doxsey. CDA Internship Program, University of Cincinnati. 1980. \$6.00, 100 p. Order from: University of Cincinnati, Division of Continuing Education, Attention: Jim Vondrell, Cincinnati, OH 45219.

A book designed to help trainers work with trainees on portfolio items for Functional Areas 1 - 7 (Safe, Healthy, Environment, Physical, Cognitive, Language, and Creative). Included for each functional area are Portfolio Starters, Developing a Portfolio Item, and Portfolio Worksheets.

"Portfolio Starters" are suggestions and questions to stimulate the trainees' thinking about portfolio items. In "Developing a Portfolio Item," more detailed questions and suggestions are presented for use when trainees require more structure and guidance. "Portfolio Worksheets" identify tasks for trainees to work on in small groups as a focus for discussion and sharing of ideas.

Also included in the book are definitions of the Functional Areas, sample indicators, basic requirements for the portfolio, advisor requirements, competency standards, and some samples of portfolio items.

Instructional Modules for the CDA Competencies: Books 1-5. Faye E. Moore, Ed. 1979. \$15.00 plus postage for the set of 5 books. 178 pages of text, plus forms. Order from: 4C Resource Center, 219 Pasadena Place, Orlando FL 32803.

A set of 5 books containing 29 modules, each of which stresses one aspect of skill development and relates to one of the 6 CDA Competencies. The modules are designed to be used in independent study in a laboratory setting at the community college level. The content comes primarily from the resources listed in each module. Outlined in each module are a statement of purpose, objectives, learning activities, and resources. Modules are accompanied by 2 forms, one for the trainee and one for the trainer, which are used to rate the trainee on clarity of communication and expression, completion of learning activities and achievement of objective. Forms, particularly observation forms and checklists, are provided for some of the learning activities.

The Creative Curriculum Series for Early Childhood. 1979. 4 curriculum manuals, 4 trainer's guides, and 1 annotated bibliography. Order from: Creative Associates, 4419 39th St., NW, Washington, DC 20016.

Curriculum manuals: Each describes how to arrange a particular area of the classroom and use the materials in it to foster children's development. Based on CDA competencies for establishing a learning environment and promoting emotional, social and cognitive development, the manuals also emphasize teacher-child interactions in each area.

Art. 110 p., \$6.95.

Blocks. 111 p., \$6.95.

House Corner. 60 p., \$5.95.

Table Toys. 99 p., \$5.95.

Trainer's guides: The guides offers suggestions on presenting each section of the curriculum manual in a workshop setting.

Trainer's Guide to Art. 57 p., \$4.95.

Trainer's Guide to Blocks. 33 p., \$4.95.

Trainer's Guide to House Corner. 30 p., \$3.95.

Trainer's Guide to Table Toys. 34 p., \$4.95.

Annotated Bibliography: Annotated reviews on books for teachers, parents and children are included on the subjects of sand, water, clay/play-dough, table toys, books, blocks, art and house corner. Also included is a special chapter on the criteria for evaluating children's books which focus on Black and Hispanic American people with an annotated list of recommended books.

Resources for the Creative Curriculum. \$5.95.

Note: Room Arrangement as a Teaching Strategy is an audiovisual training package (23 min. filmstrip, cassette taped narration, 40 p. illustrated booklet) which shows how the arrangement of furniture and materials in the preschool classroom affects children's behavior and learning. The filmstrip relates directly to the Creative Curriculum, providing a practical structure for implementing the curriculum in each area of the classroom. Order from: Teaching Strategies, 3134 19th St. NW, Washington, DC 20010. \$30.00 + \$3.00 postage and handling. Audio cassette available in Spanish for \$7.00. Orders must be prepaid.

University of Idaho CDA Modules. Written by Marjorie Green and Barbara Murphey: Revised by Idaho STATO, Bruce Wixson, Education Training Officer. 1979. \$8.94, 193 p. Order from: Bruce R. Wixson, Idaho STATO, Box 6756, Boise ID 83700.

A book containing 13 modules organized around the 13 functional areas and designed to be used with supplemental resources in a self paced program. A key feature of each module is a list titled "What you will be able to do." For each trainee behavior on this list, there is a corresponding page with questions and activities on "Checking yourself out" and "Possible criteria for checking yourself out."

The modules list Pre/Post-Assessment Activities which instruct the trainee to select, in order of priority, behaviors in the "What you will be able to do" list and to complete the corresponding activities. Each module also contains a brief introduction, required readings, and a list of other useful resources.

Skills for Preschool Teachers. Janice J. Beaty. 1979. \$8.95, 225 p.
Order from: Charles E. Merrill Publishing, 1300 Alum Creek Dr.,
Columbus, OH 43216.

An illustrated text designed for use by students preparing to be teachers in early childhood education which can also be used in CDA training programs. The material is presented in eight modules, covering such topics as setting up the classroom, the role of play, preschool science, and large and small motor coordination. Each module consists of objectives, texts, learning activities, and question sheets. Some modules also contain sample checklists, schedules, and a suggested list of books for preschool children. The appendices include suggestions for assembly of the CDA portfolio and a description of the steps in CDA assessment.

Note: Eight supplemental sound-filmstrips are available from Charles Merrill Publishing for \$195. Titles of the film strips are: Setting Up the Classroom, Managing the Daily Program, Self Image and Self Control, The Role of Play, Speaking and Listening Skills, Preschool Book Experience, Preschool Science Experience, and Large and Small Motor Coordination.

Competencies: A Self Study Guide for Teaching Competencies in Early Childhood Education. Mary Kasindorf. 1979. 130 p., \$10.95 plus \$2.25 postage and handling. Order from: Humanics Press, P. O. Box 7447, Atlanta, GA 30309.

A book organized according to the competency and functional areas that includes short discussions of each area; checklists of teacher behaviors, child behaviors and activities which would indicate competency; lists of suggested readings; and learning activities for the trainee.

Child Development Associate Training Manual. Arkansas CDA Program. Revised 1981. \$4.00, 40 p. Order from: Eva Graves, Project Director, Arkansas CDA Program, Arkansas State University-Beebe, Box H, Beebe, AR 72012.

A guide for trainees that presents an outline of the 6 CDA competency areas and the 13 functional areas. Definitions, examples of competencies, and Performance Checksheets are presented for each of the functional areas. Sections on the assessment process and portfolio preparation are also included.

Bilingual/Bicultural Child Development Associate Pilot Project. Our Lady of the Lake University, San Antonio. 1978. These modules will be available in paper copy from: Intercultural Development Research Association, Atten.: Yolanda Molina, 5835 Callaghan Rd., San Antonio, TX 78228. (512) 684-8190. Price to be determined at a later date. Available in microfiche only through the ERIC system. Skills Checklists for the modules (42 p.) are available from: Dept. of Education, Our Lady of the Lake University, 411 SW 24th St., San Antonio, TX 78285. \$3.60.

Sixteen modules containing a large proportion of explanatory text and discussion of the module topic. Assignments and learning activities are integrated with the text, although boxed off for readability. One or more short pre- and post-assessments, a list of references and a glossary are included in each module.

Learning to Observe Young Children in a Bilingual-Multicultural Environment. Module I. Joyce H. Coleman, ED 171 369, 70 p.

Getting to Know and Like Myself Better. Student's Guide. Module II. Yolanda R. Molina, ED 171 370, 90 p.

Planning Effectively for Young Children in a Bilingual-Multicultural Environment. Module III. Joyce H. Coleman, ED 171 371, 93 p.

Creating a Bilingual-Bicultural Learning Environment for Young Children. Module IV. Emma Munquía, ED 171 372, 137 p.

Helping Young Children Develop Social Skills in a Bilingual-Multicultural Environment. Module V. Joyce H. Coleman, ED 171 373, 48 p.

Helping Young Children Develop Motor Skills in a Bilingual-Multicultural Environment. Module VI. Joyce H. Coleman, ED 171 374, 38 p.

Helping Young Children Develop Language Skills in a Bilingual-Multicultural Environment. Module VII. Joyce H. Coleman, ED 171 375, 49 p.

Helping Young Children Develop Cognitive Skills in a Bilingual-Multicultural Environment. Module VIII. Joyce H. Coleman, ED 170 035, 71 p.

Helping Young Children Develop Self-Help Skills in a Bilingual-Multicultural Environment. Module IX. Joyce H. Coleman, ED 170 036, 38 p.

Setting the Stage for Effective Learning in a Bilingual-Multicultural Environment. Module X. Joyce H. Coleman, ED 170 037, 51 p.

Teachers Planning and Working with Parents from a Bilingual-Multicultural Environment. Module XI. Joyce H. Coleman, ED 170 038, 56 p.

(Bilingual/Bicultural Child Development Associate Pilot Project, continued)

Juegos-Cuentos-Cantos-Y-Rimas. Guia XII. (Games-Stories-Songs-And Rhymes. Guide XII.) Margarita de Celis, ED 170 039, 75 p.

Artesanias Mexico-Americanas. Guia XIII. (Arts and Crafts of Mexico and the Americas. Guide XIII.) Margarita de Celis, ED 170 040, 50 p.

Teaching Concepts to Young Children Through Cultural Cooking Experiences. Module XIV. Teresa R. Smith, ED 170 041, 53 p.

Supplementary Administrative Responsibilities of Staff Working in a Bilingual-Multicultural Environment. Module XV. Joyce H. Coleman, ED 170 042, 106 p.

Helping Young Children Develop a Positive Self-Concept. Module XVI. Joyce H. Coleman and Others, ED 170 043, 44 p.

Bilingual Bicultural Child Development Associate Training Program: A Competency Based Training Program for Preschool Child Care Givers. Texas A & I University. 1978. Available through the ERIC system; ED numbers are listed with the titles below.

A curriculum designed to train care givers who work with Spanish language-dominant migrant children. There are 18 modules organized around the CDA competencies. Each module includes performance objectives, pre- and post-assessment instruments, three alternative cycles of learning activities, a narrative of information about the functional area, and the script for a filmstrip to be used with the module. (Filmstrip is not included.)

Introduction. ED 167 283, 35 p.

Book A: Setting Up and Maintaining a Safe and Healthy Learning Environment. ED 167 284, 129 p.

Book B: Advancing Physical and Intellectual Competence in Young Children. ED 167 285, 252 p.

Book C: Building Positive Self-Concept and Individual Strength in Young Children. ED 167 286, 53 p.

Book D: Promoting Positive Functioning of Children and Adults in a Group Environment. ED 167 287, 58 p.

Book E: Coordinating Home and Center Child Rearing Practices and Expectations. ED 167 288, 31 p.

Book F: Carrying Out Supplementary Responsibilities Related to the Children's Program. ED 167 289, 25 p.

A Model Curriculum for Preparation of Bilingual-Bicultural Trainers for Child Development Associates. Texas Dept. of Community Affairs. 1978. Available through the ERIC system; ED numbers are listed with the titles below.

A three-part curriculum containing (1) a description of the development and evaluation of the model training curriculum; (2) information on administrative concerns in replicating the model, plus 4 learning modules on child development, languages, culture and leadership; and (3) a guide to supervisory fieldwork and the diary of a field supervisor.

Part I: Development. ED 167 271, 112 p.

Part II: Academics. ED 167 272, 376 p.

Part III: Field Supervisor Handbook. ED 167 273, 154 p.

Arizona HSST/CDA Competency Based Training Modules. Arizona/Nevada Child Development Associates Training Program, Pinal County Community College District, Coolidge, Arizona. 1978. 37 modules. Available from: Arizona/Nevada HSST/CDA, Gila River Career Center, P.O. Box 339, Sacaton, AZ 85247. \$0.33 per module. (29 of the 37 modules are also available through the ERIC system; ED numbers are included in the citations of these modules.)

Module booklets designed for use in a structured relationship between a CDA advisor and a single trainee, rather than for use in independent study. Each module includes a form which lists objectives, related suggested activities, and an assessment check with space for dating and initialing by the trainer. A study guide briefly outlines content area, and several resources for further study are included in each module.

The Preschool Child's Total Learning Environment: Module #1.
Susan Pintchovski and Stefanie Workman, ED 180 616, 33 p.

Health and Safety: Module #2. Ann Migliaro, ED 180 617, 28 p.

Planned Arrangements and Schedules: Module #3. Ann Migliaro, ED 180 618, 25 p.

Cooperative Planning: Module #4. Barbara Emmons, ED 180 621, 14 p.

Guidance Principles for Encouraging Self-Discipline: Module #5.
Barbara Emmons, ED 180 622, 31 p.

Large and Small Group Activities: Module #6. Ann Migliaro, ED 180 619, 15 p.

(Arizona HSST/CDA Competency Based Training Modules, continued)

Collecting, Organizing, and Using Teaching Aids: Module #7. Barbara Emmons, ED 180 620, 16 p.

Techniques for Observing Children: Module #8. Patricia Graves, ED 180 623, 32 p.

A Child Tracking System: Module #9. Betty Chester, 64 p.

Establishing Relationships with Parents to Facilitate Communication: Module #10. Cheryl Foster, ED 180 624, 24 p.

Understanding Parents' Values for Their Children, and Recognizing the Family as a Prime Educator: Module #11. Cheryl Foster, ED 180 625, 16 p.

The Early Childhood Program and the Community: Module #12. Cheryl Foster, ED 180 626, 13 p.

Fostering Communication and Language Skills in the Early Childhood Setting: Module #13. Patricia Graves, ED 180 627, 34 p.

Beginning Mathematical Concepts: Module #14. Susan Pintchovski, 73 p.

Nutrition in the Early Childhood Setting: Module #15. Ann Terrell, ED 180 628, 57 p.

Sciencing and Discovery: Module #16. Stefanie Workman and Susan Pintchovski, ED 180 629, 67 p.

Enhancing Questioning and Problem-Solving Abilities: Module #17. Ann Migliaro, ED 180 630, 21 p.

Blocks in the Early Childhood Program: Module #18. Cheryl Foster, ED 180 631, 24 p.

Field Trips: Module #19. Warren Miller & Norma Haines, 24 p.

Enhancing a Positive Self-Concept: Module #20. Barbara Emmons, ED 180 632, 24 p.

Providing for Individual Differences: Module #21. Margaret Roberts, ED 180 634, 46 p.

Encouraging the Open Expression of Feelings: Module #22. Cheryl Foster, ED 180 633, 29 p.

Music and Creative Movement: Module #23. Carolyn Brownrigg, ED 180 635, 24 p.

Dramatic Play: Module #24. Cheryl Foster, Illustrated by Joani Cher.

(Arizona HSST/CDA Competency Based Training Modules, continued)

Creative Media: Module #25. Patricia Graves and Ann Migliaro, ED 180 636, 21 p.

Large Muscle Development: Module #26. Cheryl Foster, ED 180 637, 56 p.

Small Muscle Development: Module #27. Lois Miller.

Incorporating Important Elements of the Children's Culture: Module #28.

Planning and Implementing an Effective Bi-lingual Program: Module #29.

Woodworking: Module #30. Nina Brannen, ED 180 638, 15 p.

Sewing: Module #31. Ann Migliaro, ED 180 639, 15 p.

Clay: Module #32. Cheryl Foster, ED 180 640, 15 p.

Messy Module: Module #33. Nina Brannen.

Participating in Program Evaluation: Module #34. Ann Eddowes, ED 180 641, 15 p.

Management Functions for the Early Childhood Classroom Teacher: Module #35. Ann Eddowes, ED 180 642, 15 p.

Understanding How Children Learn: Module #36. Patricia Graves, ED 180 643, 41 p.

Literature for Preschool Children: Module #37. Carolyn Brownrigg, ED 180 644, 24 p.

CDA (Child Development Associate) Instructional Materials. Mima Spencer and Caroline E. Carroll, Eds., Texas Dept. of Community Affairs. 1977. Books 1-7 are \$2.00 each; Book 8 is \$4.00. Set of 6 books, Books 1-6, \$12.00. Order from: Distribution Center, Texas Dept. of Community Affairs, Children and Youth Services Division, P. O. Box 13166, Capitol Station, Austin, TX 78711.

Set of 6 books organized by CDA competency, a book of tests, and a guide for the trainer. Each of the 6 books is divided into three to six modules. The modules contain a statement of purpose, several objectives, a module preview, learning experiences, resources and a trainee guide.

The module preview gives examples of activities the trainee should be able to do after completing the module and is intended to help the trainee and trainer choose learning experiences. The learning experiences are presented as instructions or assignments for the trainee and include brief but clear discussions of why each experience is important and how the trainee and children feel and behave in the situation discussed in the learning experience.

Book 7 contains a series of tests that correspond to the modules and are designed as posttests. Multiple choice, essay, and demonstration type questions are included.

Book 8 is designed to familiarize the trainer with the background and goals of the CDA program. Suggestions for working with trainees, evaluation guides for the modules in Books 1-6, scoring guidelines for the module tests, and sample record keeping forms are included. Book 8 also contains a "Self Assessment Check List for Training Counselors."

Book 1: Competency A: Setting Up and Maintaining a Safe and Healthy Learning Environment. 75 p.

Book 2: Competency B: Advancing Physical and Intellectual Competence in Young Children. 99 p.

Book 3: Competency C: Building Positive Self-Concept and Individual Strength in Young Children. 63 p.

Book 4: Competency D: Promoting Positive Functioning of Children and Adults in a Group Environment. 51 p.

Book 5: Competency E: Coordinating Home and Center Child-Rearing Practices and Expectations. 47 p.

Book 6: Competency F: Carrying Out Supplementary Responsibilities Related to the Children's Programs. 43 p.

Book 7: Assessing Competency: Tests for CDA Competencies (Experimental Edition). 74 p.

Book 8: Training Counselor's Guide for CDA Instructional Materials with Answer Supplement. 112 p.

Shaw University CDA Training Guide. P. Hicks, C. Massengil, and F. Williams. 1977. Price to be determined. 214 p. Contact: Bernice Loveless, CDA Program, Shaw University, Raleigh, NC 27611. (919) 755-2904.

Includes 6 modules, one for each Competency Area, and approximately 40 pages of information on the philosophy, approach, management, planning and implementation, and curriculum development of the CDA project at Shaw University.

The modules are divided into three levels which represent the degree of competence of the trainee as determined by an initial appraisal. Within the modules, the competency areas are subdivided into the Functional Areas for which there are content readings, learning activities, and, in most instances, selected bibliographies. Questions for initial assessment and post assessment are provided for each competency area. Numerous background articles are also included in the Guide.

Child Development Associate Training Program. J. Moore and V. Powell, Mary Holmes College. 1977, \$12.00, 41 p. Available from: Early Childhood Education, CDA/CDE, Mary Holmes College, West Point, MS 39773.

Booklet containing 6 modules, one for each of the Competency Areas. Each module follows the same format of listing objectives, suggested activities, and the course titles and number to which the module relates. The content of each module focuses primarily on providing the trainee with instructions for completing the assigned field work or learning activities. Included at the end of each module is a bibliography of supplemental and required reading.

Curriculum Guide for Instructors of the Child Development Associate: Introduction and Pre-Assessment. Karen Colleran. 1977, \$6.00, 102 p. Order from: Ruth Benoliel, Washington STATO, 411 Hall Health CTR, GS-15, University of Washington, Seattle WA 98195.

A curriculum guide for a 20 week course introducing the CDA concept to students. For each weekly session, the guide contains a list of instructor objectives, a list of materials needed for the session, and a master copy of all handouts to be distributed to students. Each week, part of the Washington Pre-Assessment Form is handed out to help students document their competence in the functional area assigned for that week. The instructor objectives focus on review of the functional areas and discussion of each student's documentation of his or her competence in the assigned functional area.

From Where I Sit. Dianne H. Warner. 1977, \$4.00, 50 p. Contact: Kitty White, HSST/CDA Program, Eastern Connecticut State College, 83 Windham St., Willimantic, CT 06226.

A collection of 11 articles on topics of interest to CDA trainees. Some topics included are "On Quality Child Care," "On Intake," "On Separation Anxiety," and "On Professionalism."

Oregon CDA Training Program. Oregon State Technical Assistance and Training Office, Portland State University Division of Continuing Education. 1976. Order from: Continuing Education Publications, 1633 SW Park Ave., P. O. Box 1491, Portland, OR 97207. (503) 229-4843. No shipping or handling charges on prepaid orders.

Orientation and Procedures Workbook. 300 p. \$8.75. A handbook for the trainee containing an overview of the philosophy, goals, and organization of the Oregon CDA training program. It includes details, directions, and forms for the Oregon observation system and module program.

Modules. \$14.50 for set of 13. \$1.50 for individual modules. Thirteen booklets, including one for 12 of the 13 Functional Areas (Individual Strength is integrated throughout the modules) and one on curriculum design. The modules are divided into brief sections which are each keyed to one of the following components: knowledge, skill, or outcome. (Outcome refers to the activities of the children in response to the performance of the trainee.) Each section includes preassessment and post-assessment activities and learning alternatives designed to provide for individual differences and various levels of competence. The sections refer to readings in the Book of Attachments and to other resources.

Safety. 24 p.
Healthy. 25 p.
Environment. 24 p.
Physical. 11 p.
Language. 15 p.
Cognitive. 18 p.
Creative. 13 p.
Self-Concept. 13 p.
Social/Cultural. 7 p.
Group Management. 13 p.
Home/Center. 17 p.
Staff. 12 p.
Curriculum and Instructional Design. 35 p.

Observation/Assessment Packet. \$16.00. Collection of consumable forms (observation forms, response sheets, tally forms, routing forms, etc.) required by the modules. The forms are keyed to the learning alternatives in each of the 13 module areas.

Book of Attachments. 1498 p. \$39.75. An extensive compilation of reprints of articles as well as developed materials relating to the CDA competency areas, Functional Areas, and Personal Capacities. These materials are designed to be used with specified learning alternatives in the modules.

Child Development Associate. Oscar Rose Junior College, Midwest City, OK; Oklahoma C.D.A. Advisory Council; and Eastern Oklahoma State College, Wilburton, OK. 1976. Available through the ERIC system; ED numbers are listed with the titles below.

Series of 18 modules for trainees. Each module contains separate chapters for rationale and list of objectives; definition of terms related to the module; and self evaluation. The chapter on self evaluation is the same for all 18 modules.

A substantial part of each module is chapters on various aspects of the module topic. Along with a brief rationale, chapters contain outlines of content information and suggestions for teaching techniques or strategies.

Following the chapters, another substantial part of each module is lists of learning activities, including questions, field assignments or projects, and instructions for developing activity cards, checklists, or forms. The last chapter in each module is a list of supplementary materials.

Program Planning. ED 186 133, 111 p.

Play is Everything. ED 186 134, 74 p.

Social Science: Children in the Cosmos. ED 186 135, 68 p.

Safety for Young Children. ED 186 136, 72 p.

Bicentennial Language. ED 186 137, 169 p.

Musiocology. ED 186 138, 63 p.

New Dimensions in Art. ED 186 139, 82 p.

Nutrition for Young Children. ED 186 140, 118 p.

Parent/Teacher Community Relations. ED 186 141, 93 p.

Conceptual Science: From Atoms to Galaxies. ED 186 142, 82 p.

Health for Young Children. ED 186 143, 87 p.

Mathematics: Beyond Fingers and Toes. ED 186 144, 72 p.

Learning Centers. ED 186 145, 52 p.

Administration for Early Childhood Programs. ED 186 146, 91 p.

Behavior and Guidance. ED 186 147, 127 p.

Body Skills Development. ED 186 148, 65 p.

Child Growth and Development. ED 186 149, 157 p.

Children with Special Needs. ED 186 150, 74 p.

The CDA Modules. Kathryn Nelson, Virginia Klaus, and Dorothea Pflug, et. al. 1976. Packet of 16 modules and training guide are available for \$6.65; individual modules may be purchased for \$.40 each. Order from: The Book Store, St. Louis Community College at Forest Park, 5600 Oakland Ave., St. Louis MO 63110. Phone (314) 644-9145.

Set of 16 module booklets for independent study and a Guide to the Modules. The modules are divided into sections that include: an introduction to the section topic (Why is this an important topic for study in developing competency?), assessment procedures, indicators of competent adult behavior, learning activities, learning resources and childrens response to competent behavior. Each module is a guide to exploring the topic, rather than a text book on the topic. The learning activities direct the trainee to involve him/herself with a variety of learning materials, people resources, first hand observations and experiences with young children, their families, and staff members in the child care facility and to interpret, analyze and evaluate what was learned.

A Guide to the Modules. 27 p.

Competency A

- Module 1: Physical Health and Safety. 24 p.
- Module 2: Creative Use of Indoor and Outdoor Space. 21 p.
- Module 3: Scheduling and Rhythm in the Environment. 13 p.

Competency B

- Module 1: Play. 15 p.
- Module 2: The Teaching/Learning Process - Stimulating Cognitive Development. 18 p.
- Module 3: The Development of Creative Self-Expression. 12 p.
- Module 4: Language Development. 11 p.
- Module 5: Physical Activities for Young Children. 12 p.

Competency C

- Module 1: Building the Positive Self-concept of the Young Child. 15 p.
- Module 2: Observing, Recording, and Planning to Meet Individual Differences. 11 p.

Competency D

- Module 1: Social Development of the Young Child. 21 p.
- Module 2: Teacher-Child Relationships/Classroom Management. 15 p.
- Module 3: Adult Relationships in the Child Care Facility. 14 p.

Competency E

- Module 1: Parent/Center Communication. 12 p.
- Module 2: Cultural, Ethnic and Racial Variety in the Child Care Facility. 13 p.

Competency F

- Module 1: Management. 14 p.

CDA Training Packet. Child Development Training Program, Iowa State University. 1976. Order from: Child Development Training Program, Dept. of Child Development, Iowa State University, Ames, IA 50011.

A group of self contained training packets. The trainee proceeds through the trainee reader which presents material in short, conversational segments. The reader refers the trainee to specific exercises in the trainee workbook among which are: short answer questions, charts, open ended discussion questions, and learning activities.

People, Places and Things in the Children's Environment. Susan Van Auken, \$3.45. Trainee's Reader, 40 p. and Trainee's Workbook, 14 p.

Intellectual Growth. Susan Van Auken, \$3.45. Trainee's Reader, 77 p. and Trainee's Workbook, 53 p.

Physical and Motor Development. Susan Van Auken, \$1.80. Trainee's Reader, 28 p.; Trainee's Workbook, 22 p.; General Readings, 39 p.; and General Outline.

Facilitating Language Comprehension and Usage. Carol Culler and Susan Van Auken, \$4.70. Trainee's Reader, 29 p. and Trainee's Workbook, 72 p.

Communicating with Parents. Carol Culler, \$3.20. Trainee's Reader, 41 p.; Trainee's Workbook, 10 p.; and Education Coordinator's Handbook, 4 p.

Supplementary Responsibilities of the Preschool Teacher. Susan Van Auken, \$4.50. Trainee's Reader, 35 p. and Trainee's Workbook, 24 p.

Room Arrangement Training Packet. Susan Van Auken, \$2.25. Packet of 6 short pamphlets and two booklets on such topics as "Creating Functional Play Areas" and "Creating a Workable Traffic Pattern." The booklets are a workbook for the trainee and a handbook for the educational supervisor.

Getting a Head Start on Speech and Language Problems: A Guide for Preschool Teachers. \$2.00.

Compiling a Portfolio: A Learning Experience; A Self-Evaluating Process.
Angela S. King. 1976. \$8.50, 66 p. Order from: Angela S. King, 27
Manila Avenue, Woodbridge, CT 06525.

Designed to help candidates compile a portfolio. The text includes general information on portfolio building, lists of general and specific ideas for the 13 functional areas. Five sample entries in different functional areas are appended.

Affective Training for the Child Development Associate Candidate: A Manual for CDA Trainers. Steven Dranoff. 1976, \$10.00, 24 p. Order from: Steven Dranoff, 575 Grove St., Town House G-3, Clifton, NJ 07013.

A manual designed to provide the CDA trainer a framework to help CDA candidates explore their feelings and indirectly encourage their staff and children to do the same. Developed for the "Understanding Yourself" component of the New Jersey CDA training model, the manual lists 14 activities and includes brief purpose, setting, material, procedure, and comment for each activity. Some activities list a suggestion for the trainer if the trainee has difficulty with the activity. A short questionnaire for the trainee to complete after training is appended.

Child Development Associate Training Program. Hawaii State Head Start Training Office, University of Hawaii at Manoa. 1975. \$1.50/module. Order from: University of Hawaii at Manoa, Castel Memorial Hall, Room 130, 1776 University Ave., Honolulu, HI 96822. These modules will be collected as a book and available from Prentice Hall in the near future.

A series of 28 trainee workbooks and 2 trainer's guides. The 28 modules include the following sections: "Modules Objectives," "The Measuring Stick," "Do You Need This Module?," and "Let's Focus On" (discussion of the module topic). The Measuring Stick contains performance objectives and evidence and a checklist for the trainer and trainee to sign, indicating module completion. Trainees who already feel competent in a particular module can demonstrate the evidence listed in the Measuring Stick section to "check out" that module.

Following the above sections are activities, forms, and questions for each objective. References "For Additional Information" are listed at the end of each module.

Trainer's Manual, Part I: The Child Development Associate Program. D. Flores. 75 p. Provides a general overview of the national CDA program and mainly consists of excerpt and adaptations from various CDA publications.

Trainer's Manual, Part II: The STO/CDA Training Model. D. Flores. 75 p. A description of the Hawaii STO/CDA Training model, focusing on the training approach, program options, and developmental states of CDA training.

Introduction to the Child Development Associate Program. J. Friedson. 40 p.

Child Learning and Development Cluster:

Child Growth and Development. H. Herman. 40 p.

How Do Children Learn? H. Herman. 44 p.

How Children Think. H. Herman. 67 p.

Learning Environment Cluster:

Classroom Arrangement. Hawaii State Training Office staff. 27 p.

Outdoor Environment. H. L. Bennett and E. McCarthy. 66 p.

Classroom Materials. Hawaii State Training Office staff. 43 p.

Physical and Intellectual Development Cluster:

Mathematics. M. Greenberg. 89 p.

Children's Literature. S. Nunes and J. Friedson. 97 p.

Rhythmic Movement to Music. M. Greenberg. 57 p.

Art. H. L. Bennett. 50 p.

Music. M. Greenberg. 109 p.

Music Resource Guide. M. Greenberg. 134 p.

Creative Movement. M. Magarick. 56 p.

Self-Concept and Individual Strength Cluster:

A Child's Self-Concept. S. Feeney. 49 p.

Social Studies. S. Feeney. 69 p.

Management Cluster:

Organizing and Managing the Preschool Class. M. Greenburg. 99 p.

Volunteers in the Classroom. M. Matsuda. 85 p.

(Child Development Associate Training Program. Hawaii, continued)

Understanding Hawaii's Culture: Introductory Materials on Hawaii's Ethnic Groups for Parents and Teachers of Preschool Children:

Chinese. M. Young. 43 p.

Filipino. J. Friedson and S. Kaiser. 38 p.

Hawaiian. L. Manuel. 57 p.

Japanese. C. S. Towata. 81 p.

Korean. J. Duncan and G. Dubuque. 61 p.

Supplemental Responsibilities Cluster:

Assessment. H. Herman. 83 p.

Children with Special Needs Cluster:

Structuring for Behavioral Success. B. Rutter, S. Nunes, E. Chun, and M. Kagan. 47 p.

Task Analysis. E. Chun. 64 p.

(Children with Special Needs Cluster:)

How to Work with Parents of Handicapped Children. E. Chun and C. Nuruck. 64 p.

Language Module Cluster:

Language. C. Williams and B. Williams.

Early Childhood/CDA Learning Modules. Janice J. Beaty and A. Minyard, Elmira College, Elmira, NY. 1974. Available through the ERIC system, ED 167 253, 150 p.

Document containing 21 self directed and field based modules. Each module establishes general and specific objectives for the trainee, identifies related resource material (film, books, and multimedia packages), suggests learning activities, provides guides for trainee assessment, and offers question sheets based on the suggested resource materials.

A "Checklist of Classroom Competencies" is used by the field trainer and student to determine the initial training plan. Items on the Checklist are cross referenced to specific modules and each module is cross referenced to one or more items on the Checklist to facilitate planning a course of study.

HSST/CDA Trainee Handbook. N. L. Quisenberry, M. Noe, G. Bowie, and B. J. Milan, Southern Illinois University, Carbondale. 1974. Available through the ERIC system, ED 110 193, 169 p.

Handbook developed to provide an understanding of the CDA program by outlining competencies, competency expectations, and assessment procedures. Section 1 of the handbook is a copy of the "Entering Assessment Form," a chart-like representation of the competency statements which the trainee uses to indicate the need for training, experience or both.

Section 2 briefly describes the following items for competency statements within each of the 6 competency areas: What the CDA Should Know, What the CDA Should Be Able To Do, What the LAT May Look for in the Classroom, Examples of Specific Materials and Equipment that Should be Found in each Area of the Classroom, Helpful Resources, and Assessment Procedures. Section 3 provides copies of the assessment forms used.

Child Development Associate Curriculum. Community College of Denver. 1973. Order from: Community College of Denver - North Campus Bookstore, 3645 W. 112th Ave., Westminster, CO 80030.

Seven trainee workbooks, with extensive use of forms for the trainee and trainer. Each module begins with a list of trainee behaviors that demonstrate a CDA competency, an introduction to the topic, rationale and objectives. A pretest and test evaluation form for the trainer are included.

The bulk of each module is made up of material related to activities, such as assignments and questions, short discussions of activities, and forms or chart. The activities generally focus on specific skill development.

The number of activities in each module ranges from 27-112 and each is followed by an activity evaluation form, which is the same throughout the modules. Some sections in the modules are followed by lists of bibliographic and audiovisual references.

Competency A: Set Up and Maintain a Safe and Healthy Learning Environment:

Part I. Sherrie Kantor, 276 p., \$9.00.

Part II. Margaret Sanders, 523 p., \$9.00.

Competency B: Advance Physical and Intellectual Competence.
Barbara Beer, 342 p., \$9.00.

Competency C: Build Positive Self Concept and Individual Strength.
Claire Elaine Brown, 294 p., \$9.00.

Competency D: Organize and Sustain the Positive Functioning of Children and Adults in a Learning Environment. Judy Addington, 269 p., \$9.00.

Competency E: Bring About Optimal Coordination of Home and Center Child-Rearing Practices and Expectations. Judy Addington, 269 p., \$9.00.

Competency F: Carry Out Supplementary Responsibilities Related to the Children's Programs. Barbara Beer and Virginia Tindall, 300 p., \$9.00.

The Flexible Learning System: Competency-Based Learning Units for Adults in Early Childhood Education. Far West Laboratory for Educational Research and Development, San Francisco, CA. 1973-75.

Seventeen books designed for the early childhood teacher or student. The books vary but most contain objectives, activities, forms, references for further reading, and a significant amount of discussion of the topic.

The following titles are available from: Order Dept., Far West Lab. for Educational Research and Development, 1855 Folsom St., San Francisco, CA 94103. Prices are listed below. These titles are also available through the ERIC system; ED numbers are listed in each citation.

Introduction to Early Childhood Education: Analyzing Models to Develop a Personal Program. Judith Johns Hubner and Marlene Cresci, \$4.95, ED 129 451, 106 p.

Arranging the Classroom for Children. Keith R. Alward, \$7.95, ED 129 452, 227 p.

Managing the Preschool Classroom (Preschool - Third Grade). Judy Brown, \$4.95, ED 129 453, 85 p.

Problem Solving with Children. Joanne Yinger and Ruth Eckland, \$4.95, ED 129 454, 103 p.

Selecting Children's Books with Black Perspective (Preschool - Third Grade). Francione N. Lewis, \$7.95, ED 129 457, 222 p.

Analyzing Children's Books from a Chicano Perspective. Oscar Uribe, Jr. and Joseph S. Martinez, \$4.95, ED 129 458, 105 p.

Enriching Literature Experiences of Children. JoEllyn Taylor, \$6.95, ED 129 459, 174 p.

Teaching Children to Integrate Language Experiences (Preschool - Third Grade). Margot S. Biestman, \$7.95, ED 129 460, 190 p.

Understanding Children's Play Through Observation. Judy Brown, \$4.95, ED 129 641, 74 p.

Using Toys and Games with Children. Glen Nimnicht and Others, \$7.95. ED 129 462, 245 p.

(The Flexible Learning System, continued)

Exploring Children's Thinking. Part 1: The Development of Classification (Preschool - Third Grade). Keith R. Alward, \$6.95, ED 129 464, 177 p.

Exploring Children's Thinking. Part 2: The Development of Order Relations; Seriation (Preschool - Third Grade). Keith R. Alward, \$4.95, ED 129 465, 178 p.

Exploring Children's Thinking. Part 3: The Development of Quantitative Relations; Conservation (Preschool - Third Grade). Keith R. Alward and Geoffrey B. Saxe, \$4.95, ED 129 466, 86 p.

Working with Children's Concepts (Preschool - Third Grade). Keith R. Alward, \$4.95, ED 129 467, 133 p.

The following titles in the Flexible Learning System are available only through the ERIC system. They may be ordered in paper or microfiche copy. See the last page of this bibliography for information on how to order.

Helping Children Develop Healthy Self-Concepts (Preschool - Third Grade). Natividad DeAnda, ED 129 455, 204 p.

Communicating and Working with Parents. Angela B. Garcia and Others, ED 129 456, 178 p.

Developing Children's Sense Perception (Preschool - Third Grade). Bethanie L. Gilbert and William F. Finzer, ED 129 463, 103 p.

Child Development Training Program. Bemidji State University, Minnesota.
Order from: Child Development Training Program, P.O. Box 31, Bemidji
State University, Bemidji, MN 56601. Checks should accompany orders
and should be payable to Bemidji State University.

Twenty-eight booklets for the trainees organized into 7 components.
The booklets vary but most include objectives, pre- and post-assessment
sections, activities, and a substantial amount of discussion or background
readings. Many of the booklets are to be used with textbooks, cassette
tapes, films, or other supplementary material listed at the front of each
booklet. Some of the cassette tapes and filmstrips may be purchased from
Bemidji State.

Activities include readings in textbooks, listening to cassette tapes,
or viewing films. Field based assignments, short answer exercises, and
discussion questions are also included.

A brochure briefly describing the content of each booklet and other
instructional materials is available from Bemidji State University.

Social Service Component - \$17.00 for set.

Information Gathering Skills, 29 p., \$5.00.

The Family System. 28 p., \$5.00.

Mobilization of Human Resources. 18 p., \$5.00.

Parent Involvement. 19 p., \$5.00.

Intervention Skills. 48 p., \$5.00.

Psychological Foundations Component

Child Development: Theory and Principles. 122 p., \$6.00.

Sciences in Early Education Component

What is a Family? Developing an Awareness of Family Differ-
ences. 25 p., \$2.50.

Getting Parents Involved: Involving Parents with Their Chil-
dren's Education. 33 p., \$2.50.

Helping Children with Social Development. 27 p., \$2.50.

What Children Learn from Building Things. 28 p., \$2.50.

Set Theory and Preschoolers. 20 p., \$2.50.

Plants and Seeds. 36 p., \$3.00.

Children with Special Needs Component

Programming for Learning. 25 p., \$4.00.

Management of Behavior. 31 p., \$4.00.

Functional Index of Referral and Rehabilitation Resources. 70
p., \$5.00. Local resources.

Speech and Language in the Young Child. 77 p., \$5.00

Self Concept Component: The booklets in this component are also
available through the ERIC system. ED numbers are listed with the
titles below.

An Introduction to Self Concept. ED 162 723, 63 p., \$5.00.

Psychology: Development of the Young Child. ED 162 724, 35
p., \$5.00.

(Child Development Training Program, continued)

The Family. ED 162 725, 71 p., \$5.00.

Self Concept Development and the Teacher-Child Relationship.

ED 162 726, 56 p., \$5.00.

Health, Nutrition and Safety Component

Guide to School Health Programs. 42 p., 5.00.

Safety in the Pre-school. 112 p., \$5.00.

Nutrition in Action in the Pre-school. 149 p., \$5.00.

First Aid. 36 p., \$5.00.

Early Childhood Curriculum Component

Art in the Preschool. 36 p., \$5.00.

Music for Young Children. 80 p., \$5.00.

Motor Activities for Preschool Children. 78 p., \$5.00.

Creative Dramatics for Young Children. 55 p. + appendices,
\$5.00.

Children's Literature. 66 p., \$5.00.

AUDIOVISUALS ON THE CDA PROGRAM

CDA: An Early Childhood Resource. 16 mm color film, 14 and ½ minutes, 1978. Purchase price \$175. Rental \$30, \$10 for each additional day, \$50 for one week, shipping by UPS \$4.00. Available from: Campus Film Distributors Corp., 14 Madison Ave., P.O. Box 206, Valhalla, NY 10595, (914) 946-4343.

CDA Portfolio. 60 slides, cassette tape, program script, 1978. Prepared by Jancie J. Beaty. Purchase price \$55. Available from: 3 to 5, P.O. Box 3213, Elmira, NY 14905.

Explains step-by-step everything the CDA candidate needs to know about the portfolio. Assists the CDA candidates in preparing their portfolios and considers the variety of acceptable formats available to the candidate. A hypothetical teacher aide explains the format she chose, provides examples of competency in each area, and shows how each example is illustrated in her final portfolio.

The Child Development Associate Program. 104 color 35 mm slides, 20 minute audiocassette, script. Prepared by Trudy Hamby. Purchase price \$65. Available from: Media Productions, Box 1052, Columbia, MD 21044, (301) 465-1116.

A complete overview of the CDA program including a description of the CDA competencies, CDA Training, the CDA Training Criteria, and the CDA Credential Award System. In addition to the essential characteristics of the major program components, it also shows how they are related.

Gladly Learn and Gladly Teach. Ten minute slides/tape presentation, 1974. Purchase price \$28. Available from: Distribution Center, Texas Dept. of Community Affairs, Children and Youth Services Division, P. O. Box 13166, Capitol Station, Austin, TX 78711.

Illustrates the competencies required of CDAs and personal qualities needed to care for young children. The cassette tape is programmed to advance slides automatically with synchronized equipment, or it may be used manually with almost any slide projector and cassette playback unit.

My Teacher is a CDA. 109 color 35 mm slides, 20 minute audiocassette, script. 1978. Prepared by Trudy Hamby. Purchase price \$65. Available from: Media Productions, Box 1052, Columbia, MD 21044, (301) 465-1116.

A complete overview of the CDA competencies. Provides an orientation to the Functional Areas associated with each competency areas as well as the concept of the competency standards and the indicators.

Skills for Preschool Teachers. 8 sound film strips, 1979. Prepared by Janice J. Beaty. Purchase price \$195. The text "Skills for Preschool Teacher" is available separately for \$8.95. Available from: Charles Merrill Publishing, 1300 Alum Creek Dr., Columbus, OH 43216, (800) 848-6205.

Titles of the film strips: Setting Up the Classroom, Managing the Daily Program, Self Image and Self Control, The Role of Play, Speaking and Listening Skills, Preschool Book Experience, Preschool Science Experience, Large and Small Motor Coordination.

Toward Quality Care for Children, Program I. 30 minute color film, 1976. Prepared by Trudy Hamby. Purchase price \$290. Available from: Media Productions, Box 1052 Columbia, MD 21044, (301) 465-1116. Also available in 3/4 in. videocassettes, \$90.

The film shows a male teacher (Bob) working with a four-year old group enrolled in a day care program. The film features segments of the daily schedule: indoor-outdoor transition, snack, and free play period. Useful for the training of CDA trainers and interns in focusing on Functional Areas, practicing objective recording, analyzing competence, etc.

Toward Quality Care for Children, Program II. 30 minute color film, 1976. Prepared by Trudy Hamby. Purchase price \$290. Available from: Media Productions, Box 1052, Columbia, MD 21044, (301) 465-1116. Also available in 3/4 in. videocassettes, \$90.

A simulation of the Local Assessment Team (LAT) meeting of the Credential Award System. The film shows the CDA intern (from Program I) and other members of the LAT making decisions about his competence in the Functional Area Individual Strength. Flashbacks to the classroom setting in Program I are included.

ERIC: EDUCATIONAL RESOURCES INFORMATION CENTER

What is ERIC?

ERIC is a nationwide information system funded by the National Institute of Education. ERIC is designed to make information on all aspects of education readily available. ERIC covers such subjects as child development, classroom techniques, reading, science, social studies, counseling, career education, adult education, rural and urban education, teacher education, higher education, testing, educational administration, and special education.

Where is ERIC?

More than 700 libraries and other institutions in the U.S. and other countries have the ERIC document collection on microfiche. Write to The CDA Resource Center for a list to ERIC collections in your state.

How do I order ERIC Documents?

You can order ERIC documents either in microfiche (transparent film card which must be read on a microfiche reader) or paper copy (photocopy of original). The price is based on the number of pages in the document. Use the price table below to calculate the price of the document you want to order.

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Microfiche: 1-5 microfiche (98 pages of text per microfiche), \$.91; 6 microfiche, \$1.10; 7 microfiche, \$1.29; 8 microfiche, \$1.48; each additional fiche, \$.19.

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First class postage (of all microfiche orders up to 33 microfiche): \$.18 for 1-3 microfiche; \$.35 for 4-8 microfiche; .52 for 9-14 microfiche.

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